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ABSTRACT

Psychology services provided to children and youth in San Diego (California) City Schools (SDCS) were the subjects of this study. The key research question addressed in this preliminary report explores how psychologists used their time at school sites to promote student mental health, learning, and welfare during 1994-95. Data was collected by SDCS school psychologists using a Student Data Log designed specifically for this base line study. Thirty-two schools were selected for the study based on two criteria: (1) complete record-keeping by the site psychologist over the school year; and (2) representiveness of the sample schools to local demographics and geographic locations. The three general implications of this study's findings for practice and service delivery were: (1) psychologists serve a wide range of students comprising over one-quarter of the district's enrollment annually and spanning across general education and exceptional programs, preschool through early adulthood; (2) psychologists deliver services that have considerable impact on the mental health, learning and welfare of children and youth; and (3) psychologists need to integrate ongoing research activities among their best practices. Five appendices present survey and evaluation instruments, a list of participating schools, school psychologist job description, and psychologists' report samples. (TS)

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ED 395 245

Promoting Student Mental Health, Learning & Welfare:
1994 - 95 School Psychologist Time Study

Preliminary Report of Findings

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August 28, 1995

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Promoting Student Mental Health, Learning & Welfare: 1994-95 School Psychologist Time Study

Preliminary Report of Findings

August 28, 1995

Purpose of Study: to describe psychology services provided children and youth in San Diego City Schools (SDCS). The key research question addressed in this preliminary report is how was psychologists' time used at school sites to promote student mental health, learning and welfare during 1994-95.

Methods: data was collected by SDCS school psychologists during the 1994-95 school year using the Student Data Log (Appendix A) designed specifically for this base line study. Data were submitted by 90% of the school psychologist staff and entered by a psychology graduate student on to Claris FileMaker Pro. A sample of schools was selected for the current study to meet two criteria: (1) complete record-keeping by the site psychologist over the school year; and, (2) representiveness of the sample schools to the district's overall demographics and geographic locations. In addition, a subset of schools was selected from the sample to examine time expenditures for Gifted and Talented Education (GATE) testing which was integrated as part of site psychologists' responsibilities during 1994-95. Summary statistical analyses were conducted by the report authors. This preliminary report of findings contains the descriptive statistics summarized relative to the duties and responsibilities outlined in the newly revised SDCS school psychologist job description.

Sample: thirty-two schools were selected for inclusion in the study sample (Appendix B). The combined enrollment among the 32 schools was 33,775 students representing 26.7% of the district's 126,614 students (October 1994). Student populations at the 32 schools combined closely parallel the district profiles. Sample schools as a group enrolled 26.0% Limited English students, 51.1% of students received free or reduced lunch, and racial/ethnic group among Hispanic, white, and African American students were 30.4%, 33.3%, and 16.2%, respectively. For the 32 schools in the sample, psychologists compiled 1,684 Student Data Logs reporting on individual students referred for early identification, assessment, counseling and crisis intervention, and support services. A subset of 12 schools was selected within the sample for further examination of GATE testing time. In the sample subset of 12 schools, psychologists served 2,446 students (Student Data Logs and GATE combined). A total of 762 students were tested for GATE certification.

Key Findings: Findings from the study are summarized to provide staff a preliminary report which describes time spent by school psychologists performing job responsibilities and duties during 1994-95. Key findings are organized to reflect Student Data Log summaries describing demographics of students receiving psychological services at school sites and psychologists' time expenditures for job responsibilities and duties. As a separate study, a summary is provided of the GATE testing results and time expenditures.

A. During 1994-95, SDCS school psychologists reported that they had contact with 26.2% of the total student population at school sites providing early identification of students with potential difficulties, psychological counseling and crisis intervention, psychological assessment (special education and GATE combined), and support services to school and district programs.

B. Demographic information compiled on the individual student referrals from the Student Data Logs (Appendix A) shows the following.

- Among cases processed at school sites 76.2% were special education referrals including initial assessments, three-year reviews, placement reviews, and administrative placements; and, 23.4% were general education students receiving early interventions, psychological counseling and crisis intervention.

- Special education referrals were distributed as follows: initial referrals comprised 36.0% of all special education referrals; three-year reviews comprised 47.9%; placement reviews, 13.6%; and, administrative placements, 2.6%.

- The majority of all referrals to psychologists came from school staffs (84.1%), and the remaining 15.9% of referrals came from parents, agencies, and students themselves.

- Males were referred to psychologists twice as often (68.6%) as were females (31.4%).

- African American and white students continued to be over-represented in the student population referred to school psychologists (refer to earlier district studies by Reifman, 1993). African American students represented 25.4% of referrals compared to their enrollment of 16.2% in the sample schools, and white students represented 41.7% of referrals compared to their enrollment of 33.3% in the sample schools. Hispanic, Asian, and Filipino students were under-represented among the student referrals.

- Grade-level placements of referral were as follows: kindergarten -grade 3 comprised 29.6% of student referrals; grades 4-6, 30.7%; grades 7-9, 23.5%; and, grades 9-12, 15.9%. Referrals of preschoolers and infants made up less than one percent of total student referrals.

- In terms of language proficiency, 74.7% of student referrals spoke English only; 14.6% of student referrals were bilingual; 8.3% of student referrals were described as limited or not English proficient; and, 2.3% of student referrals were described as special language cases.

- Among the students receiving psychological assessments, 73.2% were assessed using standardized tests and 26.8% were assessment using alternative methods and techniques.

- Most special education students seen by psychologists were served in resource specialist programs (56.2%), which corresponds with special education enrollments, overall; 29.8% were served in special day classes; 4.2% were served in other special education programs or nonpublic schools, and 8.4% were served in general education as full inclusion students.

- Specific learning disabled was the dominant federal handicapping condition of special education students seen by psychologists (62.0% of special education students).

- Among students assessed for special education, 8.6% were found not eligible for services, and 3.4% were decertified from special education.

C. On the average, school psychologists spent 8.5 hours processing student referrals. Average time expenditures by referral type are presented below.

- Initial special education referrals required 9.9 hours to complete.

- Special education placement reviews required 9.4 hours to complete.

- Three-year reviews required 7.6 hours to complete.

- Administrative placements required 5.2 hours to complete.

- General education referrals such as Section 504 assessments, early identification, psychological counseling and crisis intervention required 4.6 hours to complete.

D. Psychological assessment, consultation (staff, parents, and consultation teams), report writing, and IEP meetings dominate as key time-consuming activities necessary to complete casework. Other activities performed by school psychologists include crisis intervention, psychological counseling, direct interventions with students, general administrative activities, due process mediation, and in service presentations.

E. Drawing from the specific activities required to complete casework, four major conceptual categories were identified: (1) early identification of students with potential difficulties; (2) psychological counseling and crisis intervention; (3) psychological assessment; and, (4) support services to schools and district programs. Detailed definition of each category is provided in Appendix C. During 1994-95, psychologists reported that they distributed their time overall among the four categories as follows.

- Early identification of students with potential difficulties consumed 23.5% of school psychologists' reported hours.
- Psychological counseling and crisis intervention consumed 14.7% of the reported hours.
- Psychological assessments consumed 35.1% of the reported hours.
- Support services to schools and district programs took up 26.7% of the reported hours.

F. The distributions of how school psychologists spent their time processing special education referrals, general education referrals, and all referrals at the 32 schools in the study sample are shown in Table 1.

Table 1. Comparisons of Time Expenditures by Job Activity Categories for Special Education and General Education Student Referrals*

	Special Education (n=1,284)	General Education (n=400)	All Referrals (n=1,684)
Early Identification of Potential Difficulties	22.0	31.1	23.5
Psychological Assessment	37.6	22.4	35.1
Counseling & Crisis Intervention	13.4	21.4	14.7
Support Services to Schools & Programs	27.0	25.1	26.7
Total Time Expenditures	100.0	100.0	100.0

* All data are expressed in percentages.

G. The type of referral in terms of grade-level placement, student ethnicity, language proficiency, initial, three-year, placement review or administrative placement determined how school psychologists spent their time processing a particular case.

- Psychologists spent the most time on early identification activities with students in kindergarten through third grade. High school students required more psychological counseling and crisis intervention than students in other grades. Students in grades 4-6 and grades 7-9 required more time for psychologists to conduct assessments than at other grade-levels.

- African American students received greater rates of early intervention and psychological counseling and crisis intervention activities than did other racial or ethnic groups.

- Students described as limited or not English proficient required substantially more psychological assessment time than students who spoke English only or who were bilingual.

- Initial and three-year assessments required that psychologists spend substantially greater amounts of time conducting psychological assessments. Administrative placements required psychologists to provide more support services to district and school programs.

H. During 1994-95, psychologists began integrating Gifted and Talent Education (GATE) assessments into their practice at the school sites. As of May 31,1995, Exceptional Programs Department certification data reports indicated that 8,958 students had been assessed district-wide. Of those 8,958 students assessed, 3,086 students (34.4%) were certified for GATE.

I. Time expenditures for GATE assessment was examined using a subset of 12 schools drawn from the larger time study sample. Among the 12 schools, a total of 762 students were tested, and 258 students (33.8%) were certified for GATE. The number of students tested at a particular school ranged from 14 students at one school to 118 students at another school. More second graders were tested than fifth or seventh graders across all sample schools. More often than not entire classes of second graders were nominated and assessed for GATE. The time reported to prepare materials, conduct testing, complete paper work, and conference with staff and parents while directing the GATE testing program at a school site was 29.2 minutes per student assessed on the average.

Implications for Practice and Service Delivery:

1. Psychologists serve a wide range of students comprising over one-quarter of the district's enrollment annually and spanning across general education and exceptional programs, preschool through early adulthood. Professional competency demands that an individual psychologist use a broad number of skills and approaches to promote student mental health, learning and welfare. School psychologists must be able to exercise great flexibility in the range of activities in which they engage to respond professionally to the needs of individual students and school sites and not be constrained by funding considerations. School psychologists, as mental health service providers, should assume leadership positions participating on school site and district-wide decision-making teams to establish an strategic vision for human services in schools and facilitate planned organization changes.

2. Psychologists deliver services that have considerable impact on the mental health, learning and welfare of children and youth. Averse social, demographic, and economic factors have weakened the ability of many families to provide healthy and developmentally appropriate environments for their children and, correspondingly, the demand for psychologists' services as "front line" and direct providers of human services in schools is increasing dramatically. Results from the recent Nelson Communications Group survey (1994) indicated school administrators placed their request for increased psychologist time as top priority. District student enrollment continues to increase, new schools are being built to accommodate this influx, yet school psychologist staff has been reduced. The demand for psychologists' services far exceeds staff numbers. As psychologists strive to balance professionalism with their tight schedules and limited resources, they must work closely with school administrators to clearly prioritize site needs for psychological services, assess their personal and time resources, and, then, develop innovative, appropriate, and feasible service delivery models.

3. Psychologists need to integrate ongoing research activities among their best practices. Such research is distinct from traditional empirical studies in that the research needs to be outcome-oriented with a focus of improving the effectiveness of services to students, families, schools, and district programs. School administrators should be provided with annual summary reports of site psychological services. The 'School Psychologist End-of-Year Report' presented in Appendix E provides a model. Other areas for staff research include continued program evaluation of the GATE testing procedures, focus group review of the preliminary time study findings, and continued refinement of psychologists' data gathering procedures along with ongoing monitoring and validation of the efficacy of psychological service delivery systems (Appendix E contains proposed data collection instruments for 1995-96 including a Student Demographic Sheet and Psychologist Time Study Summary Sheet).

Appendix A
Student Data Log
1994-95 Data Collection Instrument

SCHOOL PSYCHOLOGY SERVICES
EXCEPTIONAL PROGRAMS DEPARTMENT
STUDENT DATA LOG

Student Name or Group Name		Date Opened	
ID Number		Date Closed	
Gender	○ Male ○ Female	Psychologist	
School/Code		Sp. Ed. Referral	○ Yes ○ No

FOR GROUP ACTIVITY SKIP TO RECORD TIME

Referral Source
○ School Staff ○ Parent ○ Agency ○ Self ○ Other

Ethnic Code
○ Hispanic (EC0) ○ Asian (EC3) ○ Portuguese (EC6)
○ Anglo (EC1) ○ Native American (EC4) ○ Filipino (EC7)
○ African American (EC2) ○ Pacific Islander (EC5) ○ Indochinese (EC8)

Grade Level
○ 01 ○ 04 ○ 07 ○ 10 ○ Infant to 3yrs
○ 02 ○ 05 ○ 08 ○ 11 ○ Preschool
○ 03 ○ 06 ○ 09 ○ 12 ○ Kindergarten

Language
○ NEP ○ Limited English ○ Bilingual ○ English Only ○ Special Cases

FOR NON-SPECIAL EDUCATION REFERRAL SKIP TO RECORD TIME

Sp Ed Referral
○ Initial ○ 3Yr Review ○ Review of Placement ○ Admin. Placement

Assessment
☐ Standard Psychometric Assessment ☐ Non-standard Assessment

FHC
○ SLD ○ MER ○ DEA ○ HOH ○ ORH ○ SPI ○ RUT ○ Not Qualified
○ SED ○ SEEC ○ DEB ○ MUH ○ OHI ○ UHI ○ TBI ○ Decertified

Placement
○ 1000 Parent Refusal ○ 7000 Day Treatment Program
○ 2000 Defer to Due Process ○ 7500 Out Patient Therapy
○ 3000 Regular Education Program ○ 8000 RTC
○ 4000 Student Moved Before IEP ○ 9000 Special Day Class
○ 5000 Nonpublic School ○ 9400 RSP
○ 6000 Other Special Ed Program ○ 9170 Low Incidence - Integrated

Other Sp Ed Services
☐ LSH ☐ OT/PT ☐ PLG ☐ Pos Beh Intervention
☐ APE ☐ Vision Therapy ☐ Counseling ☐ OCIIP
☐ PH/DIS ☐ SED Itinerant ☐ AB 3632 Referral ☐ Nursing

RECORD TIME ON THE FOLLOWING ACTIVITIES TO THE NEAREST HOUR

Sp Ed Assessment		Site Consultation Team	
Non Sp Ed Assessment		Consultation with Staff	
GATE Assessment		Consultation with Parents	
Observation		Direct Intervention	
Report Writing		Interagency Coordination	
IEP Planning Development		Crisis Intervention	
IEP Meeting		Administration	
Due Process Mediation		Counseling	
Functional Analysis Assess		Workshop Attendance	
Behavioral Intervention Plan		Inservice Presentation	

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Appendix B
Schools in Time Study Sample

Schools in Time Study Sample

Elementary Schools

Carver
Chollas
Crown Point
Ericson
Florence
Green
Hage
Hanock
Juarez
Kennedy
Lee
Mason
Miller
Sequoia
Silver Gate
Sunset View
Whitman

Atypical Schools

SD SCPA

Middle/Junior High Schools

Bell
DePortola
Mann
Marston
Memorial
Pershing
Wilson

High Schools

Clairemont
Crawford
Henry
Hoover
Point Loma
San Diego
Serra

Appendix C
School Psychologist Job Description

School Psychologist Job Description
Summary Prepared for 1994-95 Time Study

Brief Description of Position: Promotes student mental health and welfare by the application of psychological knowledge and techniques to the enhancement of teaching and learning; works to enhance the growth and the development of all learners from the preschool years through high school; provides services that enhance the goals of the school or of the school district; promotes a positive climate for learning and mental health; assists teachers in planning classroom and school programs; and, facilitates the development and well being of individual children and youth.

Conceptual Categories Summarizing Major Duties & Responsibilities:

- **Early identification of students' potential difficulties** - designs instructional strategies and programs to help identify students with special needs and to address those needs before students experience costly failures includes direct intervention activities, site consultation team participation, teacher consultation; classroom observation, assessment techniques, and parent conferences.

- **Psychological counseling and crisis intervention** - provides counseling of individual or groups of students to help them function effectively in school and overcome emotional or behavioral difficulties and provides psychological interventions and consultation to staff in response to crises events (natural disasters, death of classmate, personal family tragedies) includes counseling, crisis intervention, staff consultation, parent conferences, direct interventions, interagency coordination.

- **Psychological assessment** - assesses the cognitive abilities and academic performance, emotional functioning, sensory-motoring functioning, interpersonal competence, and adaptive behaviors of individual students and proposes appropriate educational interventions includes special education assessments, Section 504 assessments, GATE testing, report writing, functional analysis assessments, and behavior intervention plans.

- **Support services to school or district programs** - coordinates services that enhance district goals to promote a positive climate for students' learning and mental health; multi cultural perspective in schooling; assessment of educational outcomes; teacher and staff development; parent education; program planning and evaluation; and, community action including in service presentations, due process mediation, administrative activities, staff consultation, parent consultation, individualized education plan development & meetings, professional growth activities, and provision of staff development and support.

Appendix D
School Psychologist
End-of-Year Report Samples

SAMPLE ELEMENTARY SCHOOL END-OF-YEAR REPORT

Date: June 12, 1995

To: Principal

From: School Psychologist

I've enjoyed working at your school, and have prepared this memo summarizing psychological services delivered to your site this year.

- Contact was made with 50 students identified as high risk and their families through assessments, classroom/campus observations, student interviews, IEP meetings, and parent conferencing.
- For gender, 68% were males and 32% females.
- 12% of the students were bilingual or limited English proficient.
- Regarding distribution of my caseload by ethnic/racial groups: 62% were white; 20% were African American; 14% were Hispanic; and, 4% were Portuguese.
- By grade level, 4% were sixth graders; 8% were fifth graders; 24% were fourth graders; 20% were third graders; 18% were second graders; 14% were first graders; and, 12% were kindergartners.
- 40% (20 students) received special education assessments, consultation, or reviews. Among these 20 students, 65% were assessed as initial referrals to special education; 35% were administrative placements, involved consultation/placement reviews or were three-year reviews. On the average, 9.5 hours were spent assessing, consulting and conferencing with parents, school and providing preventive interventions. 70% of these referrals were from school staff, and 30% of students who received psychological services were referred by their parents. Four students are possible referrals in Fall 1995.
- GATE testing was conducted with 101 second and fifth grades resulting in 40.2% of the students being identified as eligible for the Cluster program (27 second graders and 12 fifth graders) and one fifth grader was identified for Seminar. My records show that I spent 63 hours this year on activities related to GATE testing at your site including testing, administrative and clerical activities, and consultation with staff and parents

It has been a rather busy year overall. I spent a larger proportion of my time with assessments and GATE testing and less with classroom interventions and teacher consultation than in past years. Considerable support staff teaming was provided in Consultation Team Meetings (CTM) and extensive crisis intervention was provided in several CTM cases. I would like more time to follow-up on teacher concerns about individual students, but case over load and time constraints are significant issues. I will be meeting with you before school begins in September to plan for psychological services delivery at your school in 1995-96.

c:

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SAMPLE HIGH SCHOOL END -OF-YEAR REPORT

Date: June 12, 1995

To: Principal
Vice Principals

From: School Psychologist

I have enjoyed working at your High School, and this memo provides a summary of the psychological services provided at your site this year.

- Contact was made with 94 students identified as high risk and their families through direct assessments, classroom/campus observations, student interviews, and IEP meetings.
- For gender, 66% were males and 34% females.
- 19% of the students were bilingual or limited English proficient.
- Regarding distribution of my caseload by ethnic/racial groups: 57.47% were white; 25.5% were Hispanic; 12.8% were African American; and, 4.3% were Asian, Native American, Filipino or Portuguese.
- By grade level, 8.5% were twelfth graders; 9.6% were eleventh graders; 47.9% were tenth graders; and, 34.0% were ninth graders.
- Twelve cases were processed by the newly re-established Site Consultation Team involving records review, support staff teaming, parent conferencing, and follow-up.
- 68.1% (64 students) received special education assessments, consultation, or reviews. Among these 64 students, 17.2% were assessed as initial referrals to special education; 42.2% were three-year reviews; and, 40.6% were administrative placements, involved consultation, or placement reviews. On the average, 8.5 hours were spent assessing, consulting and conferencing with parents, school and providing preventive interventions. 78.1% of these referrals were from school staff, and 21.9% of students who received psychological services were referred by their parents. I have two unfinished special education assessments and 12 cases with assessment plans remaining to be signed and returned by the parents.

It has been a busy year. I spent a larger proportion of my time with assessments and less with pre-special education referral interventions and teacher consultation than in past years. Considerable support staff teaming was provided in Consultation Team Meetings (CTM) and to the special education staff and counselors. Extensive crisis intervention, interagency coordination, and follow-up was provided for 17 students due to the intense, complicated nature of the student's/family's problems. I would like more time to follow-up on teacher concerns about individual students, but case over load and time constraints are significant issues. I will meet with you before school begins next fall to plan for psychological services delivery at your high school.

c:

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Appendix E
1995-96 Data Collection Instruments

SCHOOL PSYCHOLOGY SERVICES
EXCEPTIONAL PROGRAMS DEPARTMENT
STUDENT DEMOGRAPHIC SHEET

Student Name _____

ID Number _____

Psychologist _____

Date Opened _____

School/Code _____

Gender ○ Male ○ Female

Ethnic Code
○ Hispanic (EC0) ○ Asian (EC3) ○ Filipino (EC7)
○ White (EC1 or EC6) ○ Native American (EC4) ○ Indochinese (EC8)
○ African American (EC2) ○ Pacific Islander (EC5)

Grade Level
○ 01 ○ 04 ○ 07 ○ 10 ○ Infant to 3yrs
○ 02 ○ 05 ○ 08 ○ 11 ○ Preschool
○ 03 ○ 06 ○ 09 ○ 12 ○ Kindergarten

Language ○ NEP ○ Limited English ○ Bilingual ○ English Only ○ Special Cases

FHC
○ SLD ○ MER ○ DEA ○ HOH ○ ORH ○ VHI ○ TBI ○ Not Qualified
○ SED ○ SPI ○ DEB ○ MUH ○ OHI ○ AUT ○ NONE ○ Decertified

Type of Referral

○ Special Ed Referral
○ General Ed Referral

○ Administrative Placement
○ Initial SpEd
○ 3Yr Review
○ Review of Placement
○ 3632 Referral
○ 504 Referral
○ Pos Beh Intervention
○ Classroom Intervention
○ Due Process

Services Provided

☐ Site Consultation Team
☐ Staff Consultation
☐ Parent Consultation
☐ Student Observation
☐ Assessment
☐ Home Visit
☐ Meeting/Conference
☐ Counseling
☐ Crisis Intervention
☐ Interagency Coordination

Special Program Optional ○ SEEC ○ SED ○ LCI ○ DHH ○ VHI ○ NonPublic ○ LowIncidence

INSTRUCTIONS: Fill out new demographics sheet for each individual case at time of original referral.

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SDUSD
95/96 Psychologist Time Study Summary Sheet

Psychologist Name	
School Site Names/Codes	
Date mm/dd/yy	

TOTAL 30MIN UNITS

	1.Consultation Team Meeting
	2a.Staff Consultation about Early Intervention
	2b.Staff Consultation Counseling or Crisis Intervention
	2c.Staff Consultation involved in an Assessment
	3.Assessment
	4a.Observation as part of Early Intervention
	4b.Observation during Counseling or Crisis Intervention
	4c.Observation during an Assessment
	5a.Parent Conference during Early Intervention
	5b.Parent Conference during Counseling or Crisis
	6.Report Writing
	7.IEP Meeting
	8a.Home Visit as part of Counseling or Crisis Intervention
	8b.Home Visit during Early Intervention
	8c.Home Visit as part of Assessment
	9.Psychological Counseling
	10.Crisis Intervention
	11.Interagency Coordination
	12.GATE Certification
	13.Program Planning
	14.Parent Education
	15.Community Action
	16.Staff Meeting
	17.Professional Growth Activity
	18.Staff Development Presentation
	19.Set-up Time
	20.Travel Time
TOTAL	

INSTRUCTIONS: Record the total number of 30 minutes units for each code listed and the grand total of units at the bottom.

SDUSD
95/96 Psychologist Time Study Activity Rating Sheet

Psychologist Name _____

Date mm/dd/yy _____

RATING	
	1.Consultation Team Meeting
	2a.Staff Consultation about Early Intervention
	2b.Staff Consultation Counseling or Crisis Intervention
	2c.Staff Consultation involved in an Assessment
	3.Assessment
	4a.Observation as part of Early Intervention
	4b.Observation during Counseling or Crisis Intervention
	4c.Observation during an Assessment
	5a.Parent Conference during Early Intervention
	5b.Parent Conference during Counseling or Crisis
	6.Report Writing
	7.IEP Meeting
	8a.Home Visit as part of Counseling or Crisis Intervention
	8b.Home Visit during Early Intervention
	8c.Home Visit as part of Assessment
	9.Psychological Counseling
	10.Crisis Intervention
	11.Interagency Coordination
	12.GATE Certification
	13.Program Planning
	14.Parent Education
	15.Community Action
	16.Staff Meeting
	17.Professional Growth Activity
	18.Staff Development Presentation
	19.Set-up Time
	20.Travel Time

INSTRUCTIONS: Rate each item with a value from 1 to 5. 1 being least essential in performing my professional duties and 5 being most essential in performing my professional duties.

1- Non Essential 2 - Less Essential 3 - Essential 4 - More Essential 5 - Highly Essential